

Core Content for Practical Living/Vocational Studies Assessment

Vocational Studies

The Core Content for Practical Living/ Vocational Studies Assessment delineates the content for three Academic Expectations, 2.36: Career Path, 2.37: Transition Skills, and 2.38: Postsecondary Opportunities, providing further clarification regarding content that will be tested on the KCCT. This is content that students should know and be able to apply if they are to make successful transitions from school to career choices.

Vocational studies should not be confused with vocational education. The content in Vocational Studies addresses career education in a broad sense while the focus of vocational education programs is occupation-specific skills.

The format on the following pages shows how concepts introduced in the primary years progress in difficulty and complexity through high school. The content statements are aligned to show this progression; however, specific content is not always included at the elementary level because some topics are not appropriate for assessment at that level.

While assessment of certain content may not be appropriate at the elementary level, an awareness of the concepts should be developed as a foundation for the middle level. During the middle grades, content should lead to more application and investigation for the world of work. At the high school level, more practical, direct relationships to the world of work and life should be present.

The code numbers used before each content statement are used to identify, track, and collect data on KCCT test questions. The following abbreviations and symbols are used in the codes:

- PL - Practical Living/Vocational Studies
- E - Elementary
- M - Middle level
- H - High school

The first number in the coding sequence identifies the subdomain of practical living/vocational studies: 1 stands for health, 2 stands for physical education, 3 stands for consumerism, and 4 stands for vocational studies. The health subdomain includes content statements from Academic Expectations 2.29, 2.31, and 2.32; the physical education subdomain includes content statements from Academic Expectations 2.34 and 2.35; the consumerism subdomain contains content statements from Academic Expectations 2.30 and 2.33; and the vocational studies subdomain includes content statements from Academic Expectations 2.36, 2.37, and 2.38. The second number in the coding sequence identifies the section title of the content statement (e.g., Positive interactions in groups contribute to mental and emotional well-being). The third number in the coding sequence identifies the content statement. For example, in the code PL-E-4.2.1, PL stands for practical living/vocational studies, E stands for elementary level, 4 stands for the vocational studies subdomain, 4 stands for the section “Many factors need to be considered when selecting and preparing for employment or a career path..., and 1 stands for the content statements that begins “Self-knowledge (e.g., interests, abilities) is....”

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Grades Primary through 10 with Assessments at Grades 5, 8, and 10
Vocational Studies Subdomain**

Academic Expectation 2.36: Students use strategies for choosing and preparing for a career.

Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path which fits their interests, aptitude, and abilities, while providing strategies to prepare for a career.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Jobs/careers reflect both individual and societal needs.		
<p>PL-E-4.1.1 People need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food clothing, shelter), provide self-satisfaction, and provide enjoyment.</p> <p>PL-E-4.1.2 Male and female roles are changing in numerous occupations (e.g., medical, corporate, teaching, military, athletics).</p> <p>PL-E-4.1.3 There are different job opportunities in the home, school, and community (e.g., home business, flexible schedule).</p> <p>PL-E-4.1.4 A person may hold several different jobs before deciding on a career.</p>	<p>PL-M-4.1.1 People work to provide for their wants (e.g., entertainment, hobbies, brand-name clothing/shoes) and needs (e.g., food, clothing, shelter) and often for personal satisfaction (e.g., self-worth).</p> <p>PL-M-4.1.2 Work (e.g., manufacturing, construction, health care, food services) is important to society because it provides necessary goods and services for individuals and groups.</p> <p>PL-M-4.1.3 Jobs and career opportunities (e.g., manufacturing, business/industry, food services, natural resources, entertainment) vary within and among communities and global regions based, in part, on available resources.</p> <p>PL-M-4.1.4 New jobs and careers emerge and others are deleted due to the needs of society (e.g., increased need for nursing home care due to people living longer, day care due to more people working).</p>	<p>PL-H-4.1.1 Career planning has an impact on future physical, mental, and emotional well-being.</p> <p>PL-H-4.1.2 Work has social and economic impacts on the individual, family, and society.</p> <p>PL-H-4.1.3 Job and career opportunities vary at the state, national, and international levels based on demand for goods and services and available resources.</p> <p>PL-H-4.1.4 The job market changes as a result of scientific advancements and the increased use of technology (e.g., robotics replacing workers).</p>

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Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Many factors need to be considered when selecting and preparing for employment or a career path.		
<p>PL-E-4.2.1 Self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path.</p> <p>PL-E-4.2.2 As a person grows and changes, career choices may change.</p>	<p>PL-M-4.2.1 Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair).</p> <p>PL-M-4.2.2 Jobs and careers differ in ways that match a person's interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work environment).</p> <p>PL-M-4.2.3 There are resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.</p> <p>PL-M-4.2.4 There are various postsecondary options available (e.g., technical or vocational schools, 2-year college, 4-year college, apprenticeship, military service).</p>	<p>PL-H-4.2.1 Short- and long-term career goals should be based on an individual's personality, values, interests, aptitudes, abilities, and postsecondary opportunities.</p> <p>PL-H-4.2.2 There are basic academic skills (e.g., communication, research, math, science) and preparation levels (e.g., past work experience and training, leadership, certification) required or useful for various jobs and careers.</p> <p>PL-H-4.2.3 The advantages and disadvantages of jobs and careers in various occupational areas should be evaluated (e.g., preparation, salary, benefits, demands of job, location, work environment).</p> <p>PL-H-4.2.4 There are various postsecondary options (e.g., technical or vocational schools, 2-year colleges, 4-year colleges, apprenticeships, military service) to be considered when selecting or preparing for employment or a career path.</p>

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Academic Expectation 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work.

The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience. The connection between success in the workplace and skills, knowledge, and work habits are emphasized at the high school level.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Positive and negative work habits impact success.		
<p>PL-E-4.3.1 Personal responsibility and good work habits (e.g., good attendance, honesty, dependability, punctuality, courtesy, cooperation) are important at home, school, and work.</p> <p>PL-E-4.3.2 The completion of job responsibilities is important at home, school, and work.</p>	<p>PL-M-4.3.1 Opportunities for individual success are enhanced by identifying weak or negative work habits and making changes for improvement.</p> <p>PL-M-4.3.2 The work habits and work ethics (e.g., cooperation, respect, time, management, team/individual responsibilities) of an individual can impact the success of a group.</p>	<p>PL-H-4.3.1 Employers look for employees who have positive work habits and a good work ethic (e.g., positive attitude, initiative, punctuality, communication skills).</p> <p>PL-H-4.3.2 Work habits/ethics (e.g., cooperation, respect, time management, individual/team responsibilities, dependability) can impact the success of a group.</p>

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Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Special skills are needed for success in future schooling and in the workplace.		
<p>PL-E-4.4.1 Academic skills (e.g., science, physical education, math, health, reading, writing, social studies, art, music) that relate to various jobs and careers are needed for future success.</p> <p>PL-E-4.4.2 Technology (e.g., computer programs, Internet, e-mail, cellular phones, ATM, VCR) is used in many homes, schools, jobs, and careers.</p> <p>PL-E-4.4.3 Many tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.</p>	<p>PL-M-4.4.1 Certain academic skills (e.g., communication, research, math, science) are important to specific jobs or careers.</p> <p>PL-M-4.4.2 The use of various types of technology (e.g., word processing, Internet access) has increased, continues to change, and has an impact on the workplace.</p> <p>PL-M-4.4.3 Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.</p>	<p>PL-H-4.4.1 Life-long earning potential, job options, and job satisfaction are generally related to the amount and kind of educational training of the worker.</p> <p>PL-H-4.4.2 Changes in technology impact what employees do in various jobs and careers (e.g., ATM on bank tellers, voice mail on receptionists, scanners on cashiers, on-line courses on teachers).</p> <p>PL-H-4.4.3 Team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, cooperate with others, ask questions about tasks, use problem-solving skills, use conflict resolution and mediation skills) are important in future schooling and in today's workplace.</p>

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Academic Expectation 2.38: Students demonstrate skills such as interviewing, writing resumés, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

This academic expectation is more significant for high school students who are preparing for the transition to the world of work. However, many aspects of learning to market oneself need to begin with awareness at elementary level and practice at middle level.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Special skills are needed as postsecondary opportunities are sought.		
	<p>PL-M-4.5.1 A resumé (a summary of a person's educational background, job experiences, and qualifications) is an important component in a portfolio.</p> <p>PL-M-4.5.2 The following communication skills are important when seeking a job/career:</p> <ul style="list-style-type: none"> • business letter writing • nonverbal communication skills (e.g., body language, facial expressions, posture, dress) • verbal skills • interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) 	<p>PL-H-4.5.1 A career portfolio should include:</p> <ul style="list-style-type: none"> • self-assessment of interests, aptitudes, and abilities • a resumé • letters of reference • certifications of training • samples of work <p>PL-H-4.5.2 The following skills are needed to seek, obtain, maintain, and change jobs/careers and postsecondary opportunities:</p> <ul style="list-style-type: none"> • continuing a job search • writing a letter of application • completing an application • securing a letter of reference • preparing a resumé • knowing interview techniques <ul style="list-style-type: none"> • learn about employer/job • make a list of questions to ask • prepare materials to take • prepare answers to questions you may be asked • writing a follow-up letter • following proper procedure when changing jobs (e.g., give advance notice, write a letter of resignation)

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